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ABSTRACT

This report describes the 1997-99 biennium activities of the Wisconsin Technical College System (WTCS) Board. Part 1 provides an Agency Overview. Details are given on mission and purpose, cooperative relationships, the State Board, the State Board Staff, and WTCS Districts. Part 2 explores the 1997-99 Budget and Policy Actions. It discusses the 1997-99 budget, major statutory legislation, and WTCS policies. Part 3 provides a Review of Performance and Operations. The section expounds upon the following topics: enrollment and expenditures, enrollment by age and sex, minority enrollment, recruitment and retention, graduate follow-up, new and expanding occupations, basic education, economic development, services to high school students, cooperation with the University of Wisconsin system, WTCS and the Job Training Partnership Act (JTPA), services provided to students with special needs, displaced homemaker program, sex equity, and alternative work patterns. Finally, Part 4 explores the 1999-2001 Strategic Directions and Statutory Changes. It includes a look at the 1999-01 Biennial Budget, which contains the following significant provisions: WTCS general aid, grant program for recent high school graduates, WTCS capacity building program, WTCS skilled workforce courses, financing of capital expenditures for applied technology centers, Work-Based Learning Board, and report to the legislature on transfer of WTCS credits to the UW system. Part 4 also delineates strategic directions. (VWC)

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ED 442 482

1997-99
BIENNIAL REPORT

Edward Chin, Director

Wisconsin
Technical College System

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October 15, 1999

TC000404

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The Honorable Tommy Thompson
Governor of Wisconsin
and
Members of the Legislature

In accordance with section 15.04(1)(d) of the Wisconsin Statutes, I am pleased to submit on behalf of the Wisconsin Technical College System Board a report on our activities covering the 1997-99 biennium.

Sincerely,

Edward Chin
State Director

STATE OF WISCONSIN

1997-99 BIENNIAL REPORT

October, 1999

Wisconsin Technical College System Board

310 Price Place
Madison, Wisconsin 53705
(608) 266-1207

Edward Chin, State Director

CONTENTS

Page

LETTER OF TRANSMITTAL

TITLE PAGE

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD

I. AGENCY OVERVIEW **1**
- Mission and Purpose 1
- Cooperative Relationships 1
- State Board 1
- State Board Staff 5
- WTCS Districts 5

II. 1997-99 BUDGET AND POLICY ACTIONS **7**
- The 1997-99 Budget 7
- Major Statutory Legislation 7
- WTCS Policies 8

III. REVIEW OF PERFORMANCE AND OPERATIONS **10**
- Enrollment and Expenditures 10
- Enrollment by Age and Sex 10
- Minority Enrollment, Recruitment and Retention 11
- Graduate Follow -Up 12
- New and Expanding Occupations 12
- Basic Education 13
- Economic Development 13
- Services to High School Students 14
- Cooperation with the UW-System 15
- WTCS and the Job Training Partnership Act (JTPA) 15
- Services Provided to Students with Special Needs 16
- Displaced Homemaker Program 17
- Sex Equity 17
- Alternative Work Patterns 18

IV. 1999-2000 STRATEGIC DIRECTIONS AND STATUTORY CHANGES **19**
- 1999-2000 Biennial Budget 19
- Strategic Directions 20

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD

I

AGENCY OVERVIEW

Mission and Purpose

The Wisconsin Technical College System Board is the State agency statutorily responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientation below the baccalaureate level, including associate degrees, training of apprentices and adult education below the professional level. The principal purposes of the system are to provide occupational education and training and retraining programs, and to provide customized training and technical assistance to business and industry in order to foster economic development and expansion of employment opportunities. Additional purposes are to cooperate and contract with secondary schools; provide collegiate transfer programs, basic skills education; community services and self-enrichment activities; and address barriers created by stereotyping and discrimination.

Cooperative Relationships

The State Board maintains close working relations with the Wisconsin Department of Public Instruction in developing technical and adult education opportunities for all people in the state, and for facilitating articulation between secondary and postsecondary programs.

The WTC System and the University of Wisconsin System share a strong commitment to maintain effective administrative cooperation in serving the state's residents. Moreover, the Board works effectively with the Department of Workforce Development on issues concerning apprentice training, labor market information, placement services, and other programs and issues.

State Board

The State Board, as the governing body for the WTCS, consists of 13 members: Ten non-salaried members appointed by the Governor and three ex-officio members. One member represents employers, one member represents employees, one member represents farmers, one member is a student representative, and six are at-large members. The student representative serves a two-year term while the other nine members serve six year, staggered terms. The three ex-officio members serving on the Board are the Secretary or designee of the Department of Workforce Development; the President or designee of the UW Board of Regents; and the State Superintendent of Public Instruction or designee.

During the biennium, the following individuals served on the Board.

APPOINTED MEMBERS, OFFICERS

Nancy Mommsen, President	Lazy A Ranch Sales, Inc. Rice Lake
Allen Schraufnagel, Vice-President	Retired Portage
and	
Anne Reid	Maude Schunk Library West Bend
James Elliot, Secretary	Retired Milwaukee

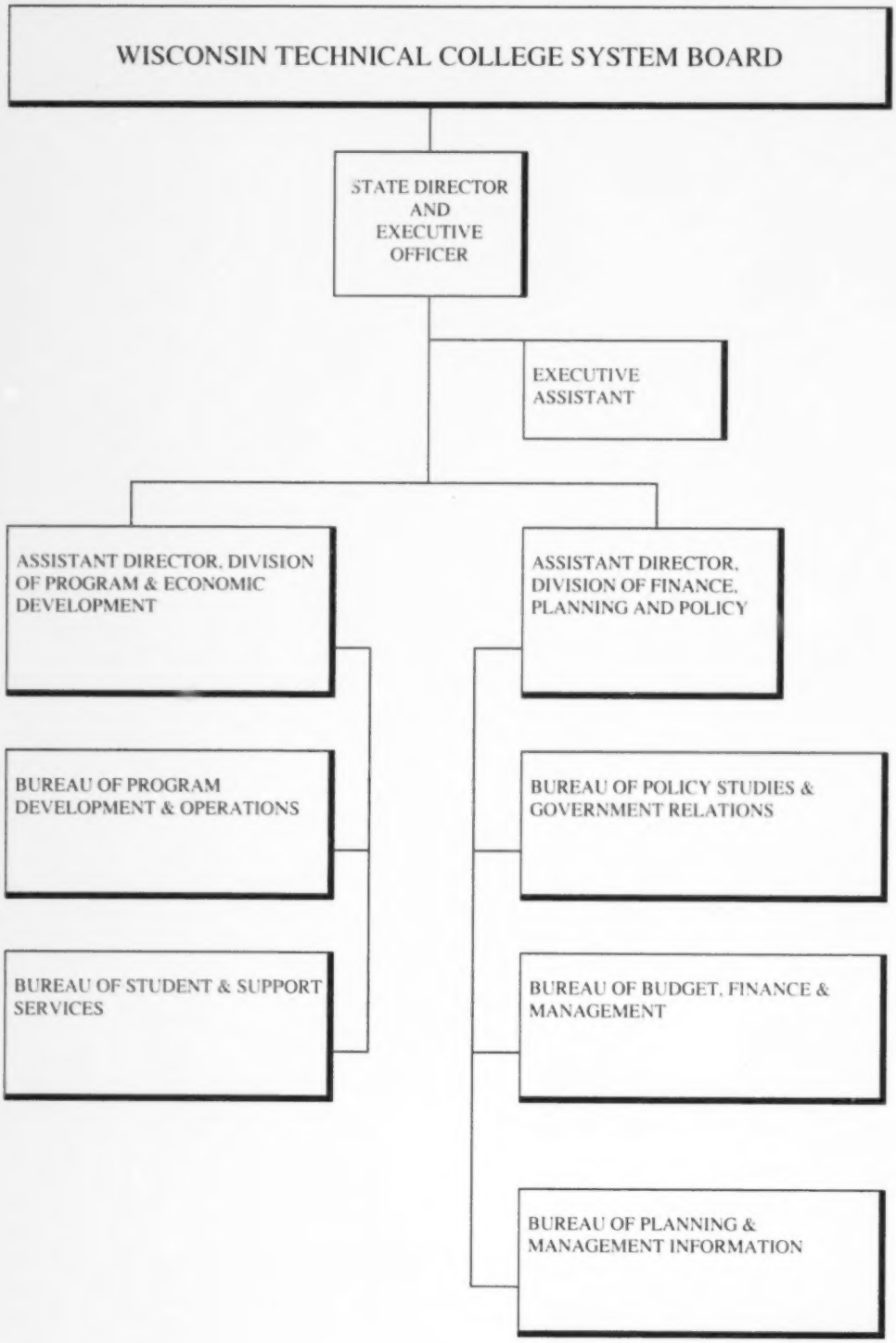
OTHER APPOINTED MEMBERS

Jonathan Barry	Mount Horeb
Jenna Caulkins	Student Madison
George Franco	National Financial Corporation Milwaukee
Debra Kenner	Greater Milwaukee Education Trust Milwaukee
Marc Marotta	Foley & Lardner Milwaukee
Jan Nicolaisen	Retired Reedsburg
Linus M. Stoll	Retired Green Bay

EX-OFFICIO MEMBERS

John Benson	State Superintendent, Department of Public Instruction
Virginia MacNeil	Designee of UW Board of Regents
Linda Stewart	Secretary, Department of Workforce Development

The Board is empowered to determine the organization, plans, scope and development of postsecondary technical and adult education; appoint a state director; approve qualifications of educational personnel and courses of study; and approve district proposals for facilities development and land acquisition. The Board establishes procedures and criteria for the determination of course credit, state aid, and uniform accounting for financial programs and other data required of the districts.


WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
STATE DIRECTOR AND EXECUTIVE OFFICER
EXECUTIVE ASSISTANT
ASSISTANT DIRECTOR, DIVISION OF PROGRAM & ECONOMIC DEVELOPMENT
ASSISTANT DIRECTOR, DIVISION OF FINANCE, PLANNING AND POLICY
BUREAU OF PROGRAM DEVELOPMENT & OPERATIONS
BUREAU OF STUDENT & SUPPORT SERVICES
BUREAU OF POLICY STUDIES & GOVERNMENT RELATIONS
BUREAU OF BUDGET, FINANCE & MANAGEMENT
BUREAU OF PLANNING & MANAGEMENT INFORMATION

State Board Staff

The State Board staff is headed by a State Director who serves at the pleasure of the Board. Major staff responsibilities are divided between two divisions. The Division of Program and Economic Development oversees occupational education programs, college parallel programs, liaison with business and industry for economic development activities, as well as educational programs and services for persons with special needs. It also coordinates professional development and student services, provides curriculum resources, evaluates programs, and coordinates system offerings with other educational systems. The Division of Finance, Planning and Policy is responsible for budget preparation, administration of state and federal aids, planning, research, economic analysis, audit and fiscal services, policy studies, facility approval and oversight, federal relations, staff support services, management information systems and personnel. The agency, which entered the biennium with 80.5 permanent positions and 3 project positions, ended the biennium with 80.3 permanent positions and 1 project position.

WTCS Districts

The 16 WTCS districts, currently with 46 campuses, deliver technical education which meets the needs, interests and abilities of students and of the labor market. To further these purposes, the districts are provided consultation, technical assistance, coordination of activities, and support services by the State Board staff.

Districts have unique demographic, geographic and economic characteristics, and programs are tailored to meet local needs within the uniform program standards of the Board. Each of the districts has an appointed board composed of nine members who serve three-year, staggered terms: Two members represent employers, two represent employees, and three additional members; the other two positions include a local school administrator and a local elected official. District boards are empowered to levy a tax on property, provide for facilities and equipment, contract for instructional services, and appoint a director who serves as chief executive officer for the district.

II

1997-99 BUDGET AND POLICY ACTION

The 1997-99 Budget

The biennial budget (1997 Wisconsin Act 27) increased funding for the Wisconsin Technical College System by nearly $7.0 million over the 1997-99 biennium. Most of the increase ($5.0 million) was in the General State Aid program which was increased by 1.5% annually, providing $113.5 million in total funding by 1998-99.

The 1997-99 budget also provided $832,000 annually for a new grant program to assist technical college faculty in using emerging technologies for curriculum development and instruction and an additional $200,000 annually to support transitional services for students with disabilities.

Finally, the budget bill significantly revised the state's Postsecondary Enrollment Options Program. Renamed "Youth Options," this program provides expanded opportunities for qualified high school students to take postsecondary (college-level) courses at two-year and four-year colleges and universities while still enrolled in high school.

Major Statutory Legislation

- **Tuition Exemptions.** 1997 Act 163 exempted any resident student who is a child of a slain correctional officer who was killed in the line of duty from paying technical college program fees. The act also extended the exemption from paying technical college program fees to the surviving spouse of a slain correctional officer, fire fighter or law enforcement officer.

- **Student Identification Numbers.** 1997 Act 128 prohibited, beginning on January 1, 2000, a technical college district board from assigning to any student enrolled in a technical college an identification number that is identical to or incorporates the student's social security number.

WTCS Board Policies

The WTCS Board addressed the following major policy areas:

- **Credit for Prior Learning.** Each year, many students enter the Wisconsin Technical College System (WTCS) already having acquired some of the skills, knowledge, and competencies that their educational program was designed to impart. In July of 1999, the WTCS Board adopted a comprehensive statewide policy to provide these students with credit for prior learning that may have occurred in a variety of settings. Formal education or training programs, either at another postsecondary institution or through an employer or military service, provides one avenue for prior learning. Participation in Youth Apprenticeships, Tech Prep or other advanced coursework at a high school provides

another. Informal education and training experiences provided by employment, community service, or other life experiences provides yet another.

In providing credit for prior learning that has occurred through any of these experiences, the goal of the WTCS is to provide students with opportunities to obtain credit toward the completion of their technical college educational programming that:

- Recognizes the validity of a variety of prior learning experiences
- Recognizes the inherent mobility of students, both geographically and between and among postsecondary educational institutions;
- Accelerates the achievement of educational goals while maintaining the integrity of the technical college institutions
- Provides flexibility for students by providing multiple ways of gaining credentials needed to move ahead in their careers
    - Leverages prior learning experiences to lessen the cost of duplicative postsecondary education to students, parents, and taxpayers;
    - Responds to local economic needs by validating and expediting the training of skilled workers in a variety of technical fields.

- **Educational Technology.** The 1997-99 biennial budget significantly increased the state's investment in educational technology through the TEACH program. As a result, all technical college districts received funding to subsidize telecommunication line charges. These resources, paired with increased investments of local WTCS district resources, made possible the creation of the Wisconsin Technical College Network (WTCN). WTCN provides the backbone for increased distance education offerings from the technical colleges as well as a meeting channel to increase communication among the districts for administrative purposes.

  As learning technology is becoming increasing available to WTCS instructors, WTCS districts are also investing in professional development activities for faculty and staff. In addition to co-sponsoring and participating in the Governor's Wisconsin Educational Technology Conference and the state's Learning at a Distance Conference, each technical college district has established a faculty innovation center. These centers and the in-service activities they offer provide technical and curriculum development support to faculty and staff to upgrade courses with technology-enhanced curriculum, hone their presentation skills for distance learning, and develop internet-based instructional materials.

  In addition to these activities, the WTCS districts continued their participation in the WTCS telecommunications consortium to coordinate statewide purchases of information technology hardware and software and to provide related staff development opportunities. The WTCS also continued to collaborate with DOA, DPI, and the UW System on joint purchasing agreements with major technology vendors.

- **Labor Shortages.** Wisconsin's dynamic economy and the demographics of an aging workforce have created a critical shortage of labor, particularly in highly skilled technical fields. The WTCS continues to help employers meet their workforce needs by providing state-of-the-art training with curriculum tailored to the needs of business and industry.

  In the spring and summer of 1998, the WTCS assisted staff from the Governor's Office, DWD, Commerce, and other state agencies in holding Workforce Forums at four technical college campuses to collect ideas from Wisconsin employers about how to solve their labor shortage problems. WTCS Board staff assisted in summarizing this material for policymakers in *Wisconsin Workforce Strategies: Partnership Solutions* and developed the WTCS response to the forums included in *Building Tomorrow's Workforce: Governor Thompson's Initiatives*. WTCS staff also assisted and supported the Governor's Taskforce on Technical Education by providing materials and arranging for presentations reflecting WTCS accomplishments and commitment, and helping formulate recommendations for the Taskforce's final report: *Technical Education And Training: The Future Of Wisconsin's Workforce.*

III

REVIEW OF PERFORMANCE AND OPERATIONS

Enrollment and Expenditures

In order to provide the instruction, services and activities necessary to carry out their mission and achieve their goals, the WTCS districts rely on a combination of federal, state and local revenues. In 1997-98, the latest year for which complete student information is available, the WTCS districts enrolled 439,068 individuals at an operational cost of $580,750,500.

Actual 1997-98 cost allocation data show that 67.1% of operational costs were for instruction while the next highest amounts were for student services (10.2%), general institutional (11.8%), and the physical plant (8.0%). Instructional resources accounted for the remaining 2.9% of operational costs.

On a full-time equivalent (FTE) student basis, FTE's and FTE's as percent of total FTE's for the two years by instructional category were:

1997-98 FTE Enrollments

	Postsecondary		Non-Postsec.	Continuing Education		
College Parallel	Associate Degree	Technical Diploma	Basic Educ.l % HIP/VIP	Vocational-Adult	Community Services	Total FTE's
4,653 (8.2%)	31,859 (56.4%)	8,678 (15.4%)	6,607 (11.7%)	4,331 (7.7%)	360 (0.6%)	56,488 (100.0%)

HIP = Hearing Impaired Program and VIP = Visually Impaired Program

In 1997-98, nearly 80% of FTE's were generated by students in occupational training courses, while 11.7% were by the primarily adult basic education non-postsecondary area, 8.2% by the college parallel program, and 0.6% by students in community services courses. The 56,488 FTE's in 1997-98 represent an increase of 977 FTE's (1.8%) over 1996-97 while the 439,068 headcount students represent an increase of 4,183 students (1.0%) over 1996-97

Enrollment by Age and Sex

The average age for all students enrolled by the WTCS districts in 1997-98 was 35.1 years. One-half of these students were over 34 years of age and one-half were under. Twenty-seven point nine percent (26.9%) of the students were less than 25 years of age which is essentially the same as the 27.0% who were less than 25 in the preceding year.

Students in College Parallel and Postsecondary programs and courses tend to be younger on average than the total student body which includes thousands of older adults taking Continuing Education courses in order to upgrade or maintain their current job skills. The

average age of College Parallel and Postsecondary students was 30.7 in 1997-98 with a median age of 28. Over 39% of these students were age 24 or younger compared to the 26.9% (see previous paragraph) for all students.

In 1997-98, the WTCS districts reported enrolling 214,291 men and 219,959 women (with sex not reported for 1.1% of enrollees). Over 29% of the males enrolled in College Parallel or Postsecondary courses while 16.7 enrolled in Non-Postsecondary courses and 61.3% in Vocational-Adult courses. The corresponding percentages for females were 33.9% enrolled in College Parallel or Postsecondary courses, 18.3% in Non-Postsecondary, and 55.5% in Vocational-Adult courses. (The percentages add to over 100.0% because students take courses in more than one area and are counted in each area in which they take courses.)

Minority Enrollment, Recruitment and Retention

During the 1997-98 school year, the 13,591 minority students enrolled in postsecondary and college parallel courses offered by the WTCS districts comprised 9.9% of the students enrolled in these areas. The comparable number for 1996-97 is 13,492 which equaled 9.8% of the postsecondary and college parallel student body in that year. By comparison, it is estimated on the basis of U.S. Census projection data, that 9.9% of the State's population in 1995 was composed of members of minority groups.

Since the submission of the Governor's Commission on Minority Participation in Vocational-Technical Education report in 1990, all of the sixteen districts in the Wisconsin Technical College System have developed individual Minority Participation Plans which address the recommendations of the Report. Additionally, each of the districts has a Minority Participation Planning Committee that is responsible for monitoring and evaluating its performance against its plan. In the past year, fourteen districts received Minority Student Participation and Retention GPR grants which supported activities that increased minority student participation in, and graduation from, programs which lead to employment in occupations with high earnings.

Overall in 1997-98, 43,012 minority individuals were served by the WTCS districts; 1,462 exclusively in grant funded activities while 22,837 were enrolled in occupational/technical programs and courses and another 18,713 were enrolled in basic education. More than 20,000 of these individuals are returning adults between the ages of 25 and 44. The programs enrolling the highest numbers of minorities were Nursing, Accounting, Police Science, and Computer Information Systems Programmer/Analyst. Over 100 partnerships have been established with business, industry, and other organizations to advance the enrollment, retention, and completion of minority students.

Graduate Follow-Up

The WTCS districts annually survey the previous year's program graduates. The latest survey for which results are available was conducted during the months of October through December, 1998, on 1997-98 school year graduates. All of the 15,646 graduates were contacted by mail or telephone and 12,830 (82%) of the graduates responded to the survey.

Of the respondents, 11,580 (90.3%) reported that they were in the labor market with 95.6% employed and 4.4% not yet employed. Eighty-three percent (83%) of the employed reported employment in occupations related to their programs of study. The average annual salary of the employed-related who were employed full-time was $22,982; a 7.3% increase over the annual average salary reported by the corresponding group of graduates from 1996-97.

New and Expanding Occupations

GPR Incentive Grants for New and Expanding Occupations were awarded for 1) the development of curriculum for new or the expansion of existing programs for which there was a significant projected job growth or change; 2) programs related to the classroom instruction of apprentices, upgrading of journey-level workers and targeted occupational extension; 3) the development of statewide core curriculum in identified program areas; and 4) the purchase or lease of high cost instructional equipment necessary for new or expanding occupational training programs. During the biennium, approximately $8,046,888 of targeted GPR funds were expended in support of this initiative. Examples of activities supported with these funds are:

- Development of the Medical Terminology course in video format.
- Modification of the Nursing Complex Skills and Technology curriculum.
- Modification of the Painting/Decorating Apprenticeship Program.
- Expansion of the Tool and Cutter Grinder Apprenticeship and the Machinist Tool and Die Apprenticeship.
- Development of a Child Care and Development Accelerated Program.
- Development of the Residential Systems Specialist Program.
- Modification of the Prevention/Wellness curriculum.
- Development of an Advanced Technical Certificate for Clinical Coding Specialists.
- Modification of a One-Year Technical Diploma Welding Program.

Basic Education

Approximately 12.0% of the 1997-98 operational budgets of the WTCS districts were expended on basic education instruction for nearly 76,600 students. Instructional activities included Adult Basic Education, Adult High School, English as a Second Language, and remedial education.

GPR Incentive Grants for basic education supported activities continuing or expanding the delivery of basic education, related staff development, Adult High School/HSED/GED and English as a second language. Each technical college received an allocation of funds based on need identified by census data combined with the level of service provided in the preceding year.

Funds were also awarded on a competitive basis to projects addressing one of the three following priorities:

- Projects to develop or expand services for minorities, disadvantaged or handicapped students in urban or rural settings.
- Projects to develop or expand high school courses and high school equivalency courses.
- Projects to expand English as a Second Language classes.

A third pool of funds was awarded on a competitive basis for the development or continuation of basic education offerings at worksites. Each applicant for funds was required to develop its proposal in conjunction with the business and industry where the program would be provided. Small businesses, which individually would not have enough employees needing basic education to justify the expense, were encouraged to participate on a consortium basis.

Under administrative rule PI 5.09, technical college districts and other service providers may develop and offer high school equivalency programs. The curricula for these programs must be approved by the Department of Public Instruction.

During the biennium, WTCS and Wisconsin Department of Corrections instructors developed a competency-based high school equivalency curriculum that was approved by the Department of Public Instruction

Economic Development

During 1997-98, the WTCS districts entered into 5,320 instructional contracts with business and industrial firms, local units of government, and other institutions and groups for the purpose of providing special services. Over 75% of these contracts were with business and industry and were related to economic development. These formal agreements generated 67,958 credits of instruction for 129,433 individuals.

Also during 1997-98, the WTCS districts provided technical assistance to a variety of firms and other organizations through 1,390 contracts. This technical assistance helped the contracting businesses, industries and other organizations overcome problems in manufacturing or the provision of services.

During the biennium, the State Board continued its support of Advance Technology Centers (ATC) intended to extend the current capabilities of the individual districts to respond to the needs of business and industry. Four regional consortia of technical colleges operate Advanced Technology Centers in the northwest, northeast, southwest and southeast areas of the State. The ATC initiative has also led the WTCS enterprise to strengthen its partnerships with the Department of Commerce and University of Wisconsin System engineering and technology programs across the State.

Services to High School Students

During the 1997-99 Biennium, the WTCS districts increased services to high schools. The 16 Tech/Prep/School-to-Work Councils which are organized along WTCS district boundaries are staffed by technical college personnel whose major responsibilities are to articulate curricula, develop joint staff training in-services, and strengthen partnerships between education and business, industry and labor.

All of the technical college districts have developed career cluster maps with high schools. Such maps allow high school students to choose programs of study focused on occupational areas that lead to postsecondary education without delays or having to duplicate coursework. In addition, there are more than 4,000 articulation agreements between high schools and technical college districts that enable secondary students to become eligible for technical college credit while still in high school.

Outreach staff from each technical college district attend college and career fairs, visit high schools, and offer campus tours for high school youth to acquaint them WTCS facilities and program offerings. In 1997-98, WTCS staff reported they had contacts with more than 41,000 high school students.

In 1998-99, more than 1,200 students in 11th and 12th grade enrolled in technical college courses for postsecondary credit under the state's Youth Options initiative. In addition, nearly 3,000 high school students enrolled for technical college credit in WTCS associate degree or technical diploma courses that were taught in their high schools. The WTCS is also a significant partner in the development and articulation of Youth Apprenticeship curricula. As a result, 42% of Youth Apprenticeship students received technical college credit in 1998-99.

The WTCS has designed and made available to high schools a common curricular framework through the Wisconsin Instructional Design System that will further enhance curriculum alignment and articulation.

As a result of these efforts, high school students are better prepared to enter and succeed in technical college programs. In 1997-98, more than 14% of the state's public school graduates enrolled in WTCS associate degree, technical diploma and college parallel programs. Within

three years of high school graduation, 33% of the classes of 1994 and 1995 enrolled in technical college programs or courses.

Cooperation with the UW System

The Wisconsin Technical College System Board and the University of Wisconsin System have two standing committees to provide coordination between the two systems as authorized by State Statute sections 20.901(4) and 38.12(b).

The Joint Administrative Committee on Academic Programs (JACAP) has continued to improve communication and program articulation between the two systems. Among its noteworthy accomplishments during the past biennium were the following:

- The number of program to program articulation agreements grew to over 350.
- The committee has been exploring the use of technology in education. The focus has been on the use of computers, two-way interactive television, and HDTV or digital television. The January, 1998, meeting was held via two-way TV, and plans are to continue holding the first meeting of each year in this manner. The regional JACAP committees have also been dealing with the use of these technologies.
- Several initiatives were undertaken to provide students and staff with information about transfer opportunities, procedures and requirements, including the continued development of the Transfer Information System.
- JACAP established an ad hoc Sub-Committee on Transfer to review the articulation process between systems. The sub-committee made recommendations for improving the efficiency of the program to program articulation process and on ways of fostering the development of program to program articulation agreements.

WTCS and the Job Training Partnership Act (JTPA)

During 1997-98, the State Board allocated $306,524 of JTPA 8% funds to WTCS districts through a Request for Proposal process. A total of 12 projects at 10 districts were funded under one or more of the following three priority areas:

- **Job Center** grants were awarded to districts for coordination of planning and delivery of Job Center employment and training services. Funds were used to fill gaps in services identified by the local collaborative planning effort. Services provided included basic skills education instruction, assessment, counseling, case management and occupational skills training. In addition, activities for enrolling women in nontraditional training were provided by some of the projects; these activities included training of staff at Job Centers on how to assist women in entering nontraditional occupations. All funded services were planned in coordination with at least two other service providers (who were local collaborative planning team participants), one of which was the SDA/PIC. In 1997-98, a total of 180 participants were served, and the average hourly wage at placement was $8.36.

- **Minority Youth Initiative Program** grants provided training for minority youth in areas of the state with high percentages of minority high school dropouts and non-completers. In 1997-98, 327 persons were served. While the major objective of this program was to have participants continue in an educational program, those who became employed earned an average wage at placement of $7.73 per hour.

- **Nontraditional Employment for Women** grants were awarded to districts to provide information as well as specific activities designed to increase the number of women entering nontraditional training and occupations. These projects were required to incorporate the One Stop Job Center Tool Kit model. During 1997-98, 150 women were served, and the average wage at placement was $8.32.

Services were provided through occupational classroom training, other classroom training including basic skills education and pre-employment or pre-vocational training, and non-instructional activities such as assessment, career planning, case management and placement assistance.

During the biennium, the WTCS districts were awarded $605,814 of JTPA 8% funds and provided nearly $1,011,000 in matching funds. In addition, the WTCS districts work directly with local JTPA Service Delivery Areas using JTPA funds administered by the SDA to deliver many services. The districts were also involved in developing area-wide Core Coordination Document plans in accordance with guidelines developed by a multi-agency committee and adopted by the Wisconsin Council on Workforce Excellence.

Services Provided to Students with Special Needs

In 1997-98, the WTCS districts provided services to 91,570 (unduplicated) disadvantaged students of whom 76,788 were academically disadvantaged, 35,649 were economically disadvantaged and 10,091 had limited proficiency with English. Along with State Aids and local funds, services were provided with targeted GPR funds (see GPR Incentive Grants: Basic Education, above) and funds available under the federal Carl D. Perkins Vocational and Applied Technology Education, Adult Education, and Job Partnership Training Acts.

Services were provided that enabled disadvantaged students to participate in regular occupational programs and courses. Remediation services, such as specialized reading and mathematics laboratories, and staff and peer tutors were provided to assist academically disadvantaged students to enroll and succeed in technical education programs and courses.

Activities for persons with disabilities in the WTCS districts were supported with Carl D. Perkins, district, Division of Vocational Rehabilitation (DVR), and GPR funds. These activities, designed to enable persons with disabilities to enroll and succeed in technical education programs and courses, included specialized guidance and counseling, assessment and evaluation of needs, support services for students in occupational training and other programs, remedial instruction, career development, adaptive equipment, and placement. Approximately 14,209 persons with thirteen different types of disability availed themselves of these services in 1997-98.

VEA, district and DVR funds supported the Technology Loan Center, a joint venture of the State Board and the Division of Vocational Rehabilitation in the Wisconsin Department of Workforce Development. The Center maintains an inventory of adaptive equipment and devices which may be borrowed by WTCS districts that are serving persons with disabilities who need such equipment in order to succeed in vocational education.

Two regional centers, one operated by the Northcentral WTCS District and the other by the Milwaukee Area WTCS District, offered specialized services for blind and visually impaired, and deaf and hearing impaired students while the services of interpreters were provided by all districts. In FY 1997-98, $400,000 of GPR funds was used to hire sixteen Transition Specialists, one for each of the districts. The Specialists provided transition assistance to persons who are moving from secondary school or their community into WTCS district programs. Approximately 5,000 persons with disabilities were served in 1997-98.

Displaced Homemaker Program

A program for displaced homemakers was offered in each of the 16 technical college district areas and by six community-based organizations. All programs offered personal and career counseling, occupational exploration, career decision making opportunities for skill training and job search, and placement services. Wisconsin Census data showed that 74% of displaced homemakers are poor or near poor. More than 50% of them are over 45 years old.

The displaced homemaker program served 2,925 individuals in 1997-98. A special emphasis was placed on serving older displaced homemakers and minority group members. The program has traditionally served a higher percentage of both minority group members and persons with disabilities than is found in the general population. Eighty percent of program participants became employed and 52% enrolled in technical programs.

Sex Equity

One of the key strategies of the sex equity program has been to offer non-traditional career information to interested individuals. These programs emphasized career exploration and information. Wherever possible, the programs were coordinated with activities funded under the Job Training Partnership Act (JTPA) which has been working to enroll more women in non-traditional occupational training.

Exemplary programs include the Tools for Tomorrow program operated by the Madison Area Technical College District; now In its fifth year, the Tools for Tomorrow program can take credit for 60% of the female construction apprenticeships in the area. The Think Non-Traditional program at the Waukesha County Technical College has led an average of eight women per semester to enroll in the six electronic programs offered by the college. Blackhawk Technical College's Non-Traditional Options program provided pre-technical courses, retention services and non-traditional career exploration to women; 30% of the participants became employed while 74% enrolled in vocational courses, 57% of these in non-traditional courses.

The University of Wisconsin - Stout provided staff development workshops for faculty and staff of the technical college districts. More than 150 district staff members were served.

A resource center continued in operation at the Center for Education and Work on the UW-Madison campus. The Center lends sex equity publications, videos, materials and curriculum resources to interested parties throughout the state and publishes a newsletter on sex equity programs, issues, and related subjects.

Alternative Work Patterns

The State Board has had policies permitting alternative work patterns since 1976. The current policy was written and adopted by the State Board in January of 1991. Current policy covers only non-represented employees of the agency. However, labor agreements covering the other employees support and provide procedures for the development and implementation of alternative work patterns.

Alternatives include, but are not limited to, part-time, shared-time, and flex-time schedules. Non-standard work weeks and straight shift work to accommodate employee and agency work needs were used during the biennium. Forty employees were involved in various alternative work patterns during the past two years.

IV

1999-2001 STRATEGIC DIRECTIONS AND STATUTORY CHANGES

1999-01 Biennial Budget

At the time this report was being prepared, the Governor had not signed the1999-2001 biennial budget bill. Some of the significant provisions affecting the WTCS in the budget bill as passed by the Legislature are:

- **WTCS General Aids.** General aids would increase from $113,530,000 in 1998-99 to $115,945,000 in 1999-00 and $118,415,000 in 2000-01, representing annual increases of 2.1%.

- **Grant Program for Recent High School Graduates.** A new program funded at $6.6 million GPR annually beginning in 2000-01 would provide an annual $500 grant to each student who enrolls in the WTCS within three years of graduation from a Wisconsin high school. To be eligible, a student would have to be enrolled full-time in an associate degree or vocational diploma program and maintain a GPA of at least 2.0. In 2000-01, only first year students who meet the requirements would be eligible for a grant.

- **WTCS Capacity Building Program.** A new program funded at $5.0 million GPR annually beginning in 2000-01 would provide grants to WTCS districts to develop or expand programs in occupational areas where there is a high demand for workers and to make capital expenditures necessary for such development or expansion. The Department of Administration would administer this program.

- **WTCS Skilled Workforce Courses.** A new program funded at $2.2 million GPR annually beginning in 2000-01 would provide grants to WTCS districts for the purpose of adding sections in courses in which student demand exceeds capacity.

- **Financing of Capital Expenditures for Applied Technology Centers.** As an exception to the current referendum law, WTCS districts could expend up to $5.0 million for the construction of applied technology centers prior to January 1, 2002, provided the projects meet certain requirements and receive WTCS Board approval.

- **Work-Based Learning Board.** A Work-Based Learning Board attached to the Department of Workforce Development would be created to administer a number of existing and new school-to-work programs and the federal tech-prep program (which is currently administered jointly by DPI and the WTCS Board). The new board would include the President of the WTCS Board and the WTCS State Director.

- **Report to the Legislature on Transfer of WTCS Credits to the UW System.** The UW System President and the WTCS State Director would be required to submit a report to the Legislature by July 1, 2000, on efforts made to coordinate the transfer of credits from

WTCS to the UW System. The report would have to include a plan to coordinate the transfer of credits for additional programs and a timetable for implementation of the plan.

Strategic Directions

In September of 1998, the WTCS Board adopted the following vision statement for the System:

The Wisconsin Technical College System is the premier provider of technical education. We develop individuals who apply knowledge and skills to enhance quality of life and boost economic vitality. We are committed to extending learning beyond the classroom and throughout life.

To meet each student's educational needs, we:

- Deliver high quality instruction and services that are responsive, flexible and accessible.
- Join talent and technology to make learning generously available and imaginatively delivered.
- Commit to high standards and accountability.
- Create strategic alliances that expand students' learning opportunities.
- Respect each other's dignity, embrace diversity and offer opportunities for growth.

As part of its leadership role in the provision of education and training services in Wisconsin, the WTCS Board adopted the following goals for the WTCS in January of 1998:

- **Goal 1.** School-to-Work activities provide learning options (Youth Apprenticeship, Tech Prep and Youth Options) and career planning for all students to elevate to 25% the percent of high school graduates immediately choosing to enter a technical college.
- **Goal 2.** The WTCS has an image and reputation as the education provider of *first choice.*
- **Goal 3.** Technology is fully utilized and integrated in the delivery of education to meet the learning needs of students.
- **Goal 4.** WTCS has expanded programs and activities to address the learning needs of incumbent workers, under-served populations, especially minorities, and those entering the job market with minimal job skills.

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational and Applied Technology Education Act, Adult Education Act, Job Training Partnership Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707; telephone (608) 266-1844 or Telecommunications Device for the Deaf (TDD/TTY) (608) 267-2483.